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ABSTRACT

Using a model developed by the Illinois Community College Board (ICCB), William Rainey Harper College (WRHC) conducted a study to determine the economic impact of the school on its community by its presence, the business it transacts, the employees it hires, and the students it attracts to the campus. Data, gathered from a variety of college and community sources, were compared with data from six other community colleges in Illinois which have piloted the economic impact model. Selected study findings include the following: (1) for every dollar of local tax revenue raised by the college, $6.25 was generated in college-related business, $5.00 was produced in value of local business property, $1.33 was channeled into expansion of local bank credit base, and $3.00 of personal income was produced; (2) 2,816 full-time jobs existed as a result of WHRC; (3) $2.7 million of outside government money, including benefits and grants paid directly to students, was channeled directly into the community; (4) more than 12% of the adult population has been enrolled each year at WHRC; (5) approximately 45,000 community residents came to the campus for cultural arts events or to use college facilities or services. Data tables contrasting the economic impact figures for WHRC with those for the College of DuPage and with an average calculated for six additional Illinois colleges are included. Work pages from the ICCB-produced handbook are appended. (Author/AYC)

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ECONOMIC IMPACT OF HARPER COLLEGE ON ITS COMMUNITY - 1980-1981

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ABSTRACT

THE PURPOSE OF THIS PROJECT WAS TO DETERMINE THE ECONOMIC IMPACT HARPER COLLEGE MAKES ON ITS COMMUNITY BY ITS PRESENCE, THE BUSINESS IT TRANSACTS, THE EMPLOYEES IT HIRES AND THE STUDENTS IT ATTRACTS TO THE CAMPUS. THE ASSUMPTIONS AND FORMULAS USED FOLLOW A HANDBOOK PUBLISHED BY THE ILLINOIS COMMUNITY COLLEGE BOARD. RESULTS OF THE STUDY SHOWED:

THE PRESENCE OF HARPER COLLEGE PRODUCES A MAJOR ECONOMIC RIPPLE EFFECT IN THE COMMUNITY. FOR EXAMPLE, FOR EVERY DOLLAR OF LOCAL TAX REVENUE RAISED BY THE COLLEGE, $6.25 IS GENERATED IN COLLEGE-RELATED BUSINESS, $5 IS PRODUCED IN VALUE OF LOCAL BUSINESS PROPERTY, $1.33 IS CHANNELED INTO THE EXPANSION OF THE LOCAL BANK CREDIT BASE AND $3 OF PERSONAL INCOME IS PRODUCED (2816 FULL-TIME JOBS CREATED AS A RESULT OF HARPER). IN ADDITION, ANOTHER 2.7 MILLION DOLLARS OF OUTSIDE GOVERNMENT MONEY IS CHANNELED DIRECTLY INTO THE COMMUNITY, INCLUDING BENEFITS AND GRANTS PAID DIRECTLY TO STUDENTS.

MOREOVER, WHILE THE COLLEGE IS MAKING AN ECONOMIC IMPACT, IT IS ALSO PROVIDING QUALITY EDUCATIONAL PROGRAMS AND SERVICES FOR RESIDENTS OF THE DISTRICT. MORE THAN 12 PERCENT OF THE ADULT POPULATION (18 OR OLDER) IS ENROLLED EACH YEAR AT HARPER. IN ADDITION, SOME 45,000 COMMUNITY RESIDENTS COME TO THE CAMPUS FOR CULTURAL ARTS EVENTS OR TO USE COLLEGE FACILITIES OR SERVICES SUCH AS COUNSELING AND TESTING.

Impact of Harper College on Its Community

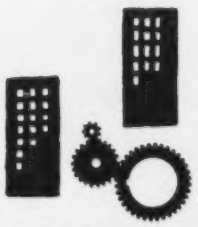
ECONOMIC IMPACT

$3.00 Personal Income

$6.25 Business Volume

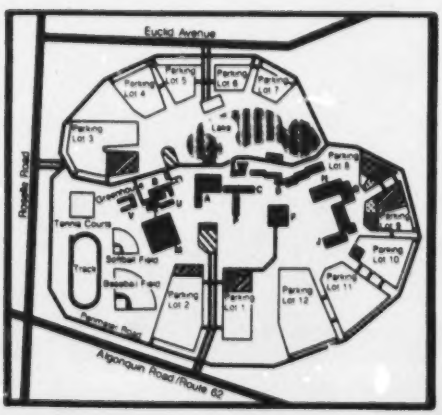
Each Harper Tax Dollar

$1.33 Expansion of Local Bank Credit Base



$5.00 Business Value

EDUCATIONAL IMPACT



45,000 in Community Visit Each Year

12.3% Adult Population Enrolled Each Year

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Purpose

The purpose of this project was to determine the economic impact Harper College makes on its community by its presence, the business it transacts, the employees it hires and the students it attracts to the campus. The report is intended primarily as an information source for the benefit of business and community leaders in the Harper District.

Methodology

The formulas and the assumptions used in making the economic impact calculations are outlined in the "Handbook for Conducting a Study of the Economic Impact of a Community College" (1981 Revised Edition) put out by the Illinois Community College Board. The step by step calculation process is shown in the appendix. The data for these economic impact models were gathered by the Office of Planning and Research from a variety of college and community sources. Also in this study the economic impact data from Harper are compared to the data produced by six other community colleges in Illinois which have piloted this model.

Discussion of Economic Impact

Even though Harper's primary mission is to provide educational services to the community, the size of the College budget produces a substantial economic impact on the community. Using an economic impact model developed by the Illinois Community College Board (ICCB) in June of 1980 with 1980-1981 data, various impacts were calculated for the Harper community. To put economic impact data in perspective, educational impact data relating to Harper's primary mission were also included.

College-related business volume includes local expenditures by the College, faculty, staff, and students; purchases made locally by local businesses in support of College-related business; and local business volume stimulated by College-related income earned by local individuals other than College employees. The College-related business for Harper's district in 1980-1981 was just under $50 million. For every dollar spent by Harper, $2.25 was generated in College-related business volume. More impressively, for every dollar raised by local taxes for Harper, $6.25 was generated in College-related business volume.

Value of local business property because of College-related business was defined as the value of local business real property and inventory committed to College-related business. For Harper's district this value was just under $40 million. For each dollar expended by Harper, $1.80 was produced in value of local business property and for each dollar raised by local taxes for Harper $5.00 was produced in value of local business property.

Expansion of the local bank credit base resulting from College-related deposits includes local savings and checking accounts of local persons employed or enrolled at Harper and those employed as a result of local business volume produced by Harper. In Harper's case this amounts to $10.5 million. For each dollar expended by the College, $.50 goes into the expansion of the local bank credit base, while for each dollar raised by local taxes for Harper $1.33 is channeled into the expansion of the local bank credit base.

Another part of the model determines the balance between revenues generated for local government agencies and the cost of services by these agencies for local persons employed or enrolled by the College, or for persons employed as a result of local business volume produced by Harper. In Harper's district a 1.9 positive balance was produced during 1980-1981. In other words, because of College-related local employment, more revenue was generated for local government agencies than the costs of these services for these same people.

In total there were 2,816 full-time jobs created as a result of Harper's presence in 1980-1981. Stated another way, 127 full-time jobs were created for each million dollars expended or 354 full-time jobs were created for each million dollars raised in local tax revenue for the College. These jobs which were created produced personal income totaling $24 million. Thus for each dollar expended by the College a dollar of local personal income was created, while for each dollar of revenue raised by local taxes for Harper $3 of personal income was produced.

Finally, the presence of the College attracted $2.7 million of additional outside govermental money into the community. These funds included federal grants and veterans' benefits and social security benefits paid directly to students. In general, the economic impact data is comparable to the data produced by the six other community colleges in Illinois which have piloted this model. The specific economic impact data and comparisons are shown on the following table. The model, the data used, and the calculations are shown in the appendix.

Discussion of Educational Impact

However, it must be remembered that economic impact is not the mission of the College. An organization conceivably could exist with no purpose at all and draw tax dollars, employ people and thus produce an economic impact. Therefore, it is important to summarize some of the educational impact Harper makes on the community.

During the 1980-1981 academic year Harper enrolled almost 37,000 different students. This represents 12.3 percent of the districts' population of 18 and older. (Nationwide 7.1 percent of this adult population is enrolled in community and technical two-year colleges.) Harper enrollment amounts to an annualized end of registration FTE of more than 9,000 students (credit hours divided by 30). In addition to enrollment, some 45,000 community residents came to the Harper campus for cultural arts events, to use College facilities or services such as counseling and testing.

One of Harper's primary goals is to prepare students to transfer to four-year colleges and universities. During the 1980-1981 year, 820 students accumulated 48 or more hours at Harper in baccalaureate oriented programs. It is known from past studies that within six years 86 percent of these students will indeed transfer and 68 percent will achieve at least a bachelor's degree.

Another primary goal of the College is to prepare students for specific careers through programs leading to Associate in Applied Science degrees and certificates. In 1979-1980 some 680 students majoring in a career field accumulated at least 48 hours at Harper. Follow-up studies of these students showed that after leaving Harper 64 percent were employed full time and only 2.5 percent were unemployed and seeking employment. The others were continuing their education at other colleges, working part time or were attending to family responsibilities. Among those employed full time 63 percent were working in a field closely related to their major at Harper and 54 percent were employed within the College district. Full-time starting salaries averaged more than $14,000.

Most students at Harper enroll for only a few courses and do not intend to earn a degree or certificate. They select classes to upgrade their job skills or simply for self-development. When surveyed after leaving Harper, some 81 percent of these students report that Harper's educational program has benefited them in some way.

Thus Harper College not only makes a substantial economic impact on its community, but in fulfilling its primary mission produces a significant educational impact for district residents.

Major Conclusions

The presence of Harper College produces a major economic ripple effect in the community. For example, for every dollar of local tax revenue raised by the College, $6.25 is generated in College-related business, $5.00 is produced in value of local business property, $1.33 is channeled into the expansion of the local bank credit base and $3.00 of personal income is produced (2816 full-time jobs created as a result of Harper). In addition, another 2.7 million dollars of outside government money is channeled directly into the community, including grants and benefits paid directly to students.

Moreover, while the College is making an economic impact, it is also providing quality educational programs and services for residents of the district. More than 12 percent of the adult population (18 or older) is enrolled each year at Harper. In addition, some 45,000 community residents come to the campus for cultural arts events or to use College facilities or services such as counseling and testing.

DATA TABLES

ECONOMIC IMPACT

	1980-1981 Harper	1977-1978 DuPage	1977-1978 Six College Average
College-related business volume	$49,658,000	$42,428,000	$24,797,000
Ratio of business volume to college expenditures	2.24	2.79	3.02
Ratio of business volume to local tax revenue	6.25	4.35	6.57
Value of local business property committed to college-related business	$39,679,000	$48,939,000	$29,213,000
Ratio of business property to college expenditures	1.79	3.21	3.37
Ratio of business property to local tax revenue	4.99	5.02	7.30
Expansion of local banks credit base	$10,604,000	$14,488,000	$5,236,000
Ratio of credit base to college expenditures	.48	.95	.54
Ratio of credit base to local tax revenue	1.33	1.49	1.05
College-related revenues received by local governments	$3,139,913	$2,162,000	$1,159,000
Operating cost of local government services and public schools attributed to presence of college	$1,238,009	$1,610,000	$851,000
Net revenue over cost of government services attributed to college	$1,901,904	$552,000	$308,000
Ratio net revenue over cost to college expenditures	.086	.036	.037
Ratio net revenue over cost to local tax revenue	.239	.057	.080
Number of jobs attributable to the presence of the college	2,816	2,775	1,534
Number of jobs per million dollars of expenditures	127	180	180
Number of jobs per million dollars of local tax revenue	354	280	400
Personal income of local individuals from college-related jobs and business activities	$24,125,000	$22,720,000	$12,915,000
Ratio personal income to college expenditures	1.09	1.49	1.55

ECONOMIC IMPACT (continued)

	1980-1981 Harper	1977-1978 DuPage	1977-1978 Six College Average
Ratio personal income to local tax revenue	3.04	2.33	3.41
Other external governmental funds brought into district (grants, veterans' benefits and social security benefits)	$2,712,292		
Ratio other funds to total expenditure	.122		
Ratio other funds to local taxes	.341		

MEASURES OF EDUCATIONAL IMPACT OF HARPER

1980-1981

Headcount of students enrolled	36,832
Population age 18 and over enrolled at Harper	12.3 percent
Total EOR annualized FTE (credit hours divided by 30)	9,093
Public served by Harper through cultural arts events, use of facilities and counseling and testing services	45,000

(Throughout the United States 7.1 percent of all adults age 18 and over were enrolled in community colleges.)

Transfer alumni (accumulated 48 or more hours in baccalaureate-oriented field)	820
Those who transfer within six years	86 percent
Those who achieve a bachelor's degree within six years	68 percent

Career alumni (accumulated 48 or more hours in career field)	680
After leaving - employed full time	63.6 percent
After leaving - unemployed and seeking employment	2.5 percent
Among those employed full time:	
Working in field closely related to their major	63 percent
Working in Harper district	54 percent
Average salary	$14,292

Most students take a few courses and do not want a degree or certificate. Among these students after leaving Harper:

Employed full time	75 percent
Unemployed and seeking employment	1.9 percent
Average salary	$20,071
Those who say Harper has benefited them in their job, their present education or their present life situation	81 percent

Revised May 1981

Section IV

Computation Models

Directions: Complete each of the models with data from Section III-A or as directed in the model.

Model B-1.1.1 Local Expenditures by College

	(a)		(b)		(c)		(d)
1.1.1 =	Proportion of total college spending locally	(	Total college expenditures	-	Gross expended for college staff salaries	-	Chargebacks paid to other districts)

(a) = 0.922 = (2)*

(b) = $22,169,309 (1)

(c) = $12,732,321 (3)

(d) = $ 178,158 (4)

1.1.1 = 0.922 . ($ 22,169,309 - $12,733,321 - $178,158)

= $ 8,536,000

Model B-1.1.2.1 Expenditures by Faculty and Staff Living in District for Local Rental Housing

	(a)		(b)		(c)		(d)
1.1.2.1 =	Percentage of college staff living locally	X	Percentage of college staff who rent	X	Total disposable income of college staff	X	Percentage of staff's total expenditure spent on rental housing

(a) = 0.669 (5)

(b) = 0.23 (6)

(c) = $ 9,748,760 (7)

(d) = 0.20 (8)

1.1.2.1 = $ 300,000

*Refers to numbered data in Section III-A

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Model 8-1.1.2.2 Local Nonhousing Expenditures by Local Faculty and Staff

	(a)		(b)		(c)		(d)
1.1.2.2 =	Percentage of college staff living locally	X	Percentage of income spent in district by staff living in district	X	Total disposable income of college staff	X	Percentage of college staff expenditures spent on nonhousing items

(a) = 0.669 (5)

(b) = 0.78 (9)

(c) = $ 9,748,760 (7)

(d) = 0.80 (10)

1.1.2.2 = $ 4,070,000

Model 8-1.1.2.3 Local Expenditures by Nonlocal Faculty and Staff

	(a)		(b)		(c)
1.1.2.3 =	Percentage of college staff not living locally	X	Total of college staff years	X	Estimated average of local expenditure by each nonlocal faculty and staff

(a) = 0.331 (11)

(b) = 743 (12)

(c) = $ 2,800 (14)

1.1.2.3 = $ 668,600

Model 8-1.1.2 Local Expenditures by Faculty and Staff

1.1.2 = 1.1.2.1 + 1.1.2.2 + 1.1.2.3

1.1.2.1 = $ 300,000

1.1.2.2 = $ 4,070,000

1.1.2.3 = $ 668,600

1.1.2 = $ 5,039,000

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1.1.3 = ((a) Number of full-time students X (b) Average expenditure by full-time student) + ((c) Number of part-time students X (d) Average expenditures by part-time student)

(a) = 3,970 (15)*

(b) = 153.56 (17) 1382

(c) = 32,343 (16)

(d) = 32 (18) 288

1.1.3 = _____ X 9 months = $14,801,000 (Total Year Expenditure)

Model B-1.1 College-Related Local Expenditures

1.1 = 1.1.1 + 1.1.2 + 1.1.3

1.1.1 = $ 8,536,000

1.1.2 = $ 5,039,000

1.1.3 = $14,801,000

1.1 = $28,376,000

Model B-1.2 Purchases from Local Sources by Local Businesses in Support of Their College-Related Business

1.2 = (a) Coefficient representing the extent businesses purchase goods from local sources X (b) College-related local expenditures

(a) = 0.15 Caffrey-Isaacs, Appendix B

(b) = $28,376,000 Model B-1.1

1.2 = $ 4,256,000

*Refers to numbered data in Section III-A

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Model B-1.3 Local Business Volume Stimulated by the Expenditures of College-Related Income by Local Individuals Other than College Staff or Students

	(a)		(b)
1.3 =	Coefficient representing the extent individual income received from local business activity is spent and respent locally	X	College-related local expenditures

(a) = 0.60 Caffrey-Isaacs, Appendix B

(b) = $ 28,376,000 Model B-1.1

1.3 = $ 17,026,000

Model B-1. College-Related Local Business Volume

B-1. = 1.1 + 1.2 + 1.3

1.1 = $ 28,376,000

1.2 = $ 4,256,000

1.3 = $ 17,026,000

B-1. = $ 49,658,000

Model B-2.1 Value of Local Business Real Property Committed to College-Related Business

$$2.1 = \left(\frac{\text{(a) College-related local business volume}}{\text{Local business volume}}\right) \times \left(\frac{\text{(b) Assessed valuation of local business real property}}{\text{Local ratio of assessed value to market value of taxable real property}}\right)$$

$$= \frac{\$\ 49,658,000}{\text{B-1}} \div \frac{\$\ 3,056,000,000}{(19)}$$

(a) = 0.16249

$$= \frac{\$\ 1,319,507,952}{(20)} \div \frac{0.63584}{(21)}$$

(b) = $ 2,075,222,608

2.1 = $ 33,720,000

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Model B-2.2 Value of Local Business Inventory Committed to College-Related Business

	(a)		(b)
2.2 =	Inventory-to-business-volume ratio	X	College-related local business volume

(a) = 0.12 Suggested by Caffrey and Isaacs

(b) = $49,658,000 Model B-1

2.2 = $ 5,959,000

Model B-2 Value of Local Business Property Committed to College-Related Business Volume

B-2 = 2.1 + 2.2

2.1 = 33,720,000

2.2 = 5,959,000

B-2 = 39,679,000

Model B-3 Expansion of Local Banks' Credit Base Due to College-Related Deposits

$$B\text{-}3 = (1-t)\,[TD_c + (TD_f)(F) + (TD_s)(S)] +$$
$$(1-d)\,[DD_c + (DD_f)(F) + (DD_s)(S) +$$
$$(cbv)(VB_{cr})]$$

B-3 = 0.90 [$ 7,736,750 c. +
($ 2,000 d.) (497 e.) +
($ 50 f.) (3,970 g.)] +
0.8 [677,205 j. +
($ 1,000 k. (497 e.) +
($ 50 l. (3,970 g.) +

(0.037)(49,658,000 m.)] = $10,604,000

(a) t = local time-deposit reserve requirement

= 0.10

(b) 1-t = percent of time-deposit which can be loaned out

= .90

(c) TD_c = average time-deposit of the college in local banks (obtained from college treasurer)

= $ 7,736,750 (22)

(d) TD_f = average time-deposit of each faculty and staff person in local banks (obtain from local banks)

= $ 2,000 (23)

(e) F = total number of faculty and staff in district

= 497 (24)

(f) TD_s = average time-deposit of each full-time student in local banks

= $50.00

(g) S = total number of full-time students

= 3,970 (15)

(h) d = local demand-deposit reserve requirement

= 0.20

(i) 1-3 = percent of demand-deposit which can be loaned out

= 0.80

(j) DD_c = average demand-deposit of the college in local banks (from college records)

= $ 677,205 (25)

(k) DD_f = average demand-deposit of each college staff person in local banks (obtain from local banks)

= $ 1,000 (26)

(l) DD_s = average demand-deposit of each student in local banks

= $50.00

(m) BV_{cr} = college related local business volume (B-1)

= $49,688,000

(n) cbv = cash to business volume ratio (suggested by Caffrey-Isaacs from Internal Revenue Statistics)

= 0.37

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Model G-1.1.2 Real-Estate Taxes Paid to Local Government by Local Faculty and Staff

$$1.1.2 = \left(\begin{array}{c}\text{(a)}\\ \text{Number of college staff years living locally}\end{array}\right) \times \left(\begin{array}{c}\text{(b)}\\ \text{1 - Percentage of local staff who rent}\end{array}\right) \times \left(\begin{array}{c}\text{(c)}\\ \text{Local property tax rate}\end{array}\right) \times \left(\begin{array}{c}\text{(d)}\\ \text{Average assessed value of homes in district}\end{array}\right)$$

(a) = 497 (24)

(b) = 0.77 (1) - (6)

(c) = .08898 (27)

(d) = $ 14,136 (30)

1.1.2 = $ 481,356

Model G-1.1.4 Real-Estate Taxes Paid Local Government by Local Businesses for Real-Property Allocable to College-Related Business

$$1.1.4 = \left(\begin{array}{c}\text{(a)}\\ \text{Local property tax rate}\end{array}\right) \times \left(\begin{array}{c}\text{(b)}\\ \text{College-related local business volume} \div \text{Local business volume}\end{array}\right) \times \left(\begin{array}{c}\text{(c)}\\ \text{Assessed valuation of local business real property}\end{array}\right)$$

(a) = $ 0.08898 (27)

= $49,658,000 (8-1) ÷ 3,056,000,000 (19) = .016249

(b) = $ 0.

(c) = $1,319,507,952 (20)

1.1.4 = $ 1,907,792

Model G-1.1. College-Related Real-Estate Taxes Paid to Local Governments

1.1 = 1.1.2 + 1.1.4

1.1.2 = $ 481,356

1.1.4 = $1,907,792

1.1 = $2,389,148

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Model G-1.3 Sales Tax Revenues Received by Local Government as a Result of College-Related Local Purchases

$$1.3 = \left(\begin{array}{c}(a)\\ \text{Sales tax returned to local governments}\end{array}\right) \times \left(\begin{array}{c}(b)\\ \dfrac{\text{College-related local business volume}}{\text{Local business volume}}\end{array}\right)$$

(a) = $ 30,560,000 (28)

(b) = 0.016249 Obtain from (b) of G-1.1.4

1.3 = $ 496,570

Model G-1.4.1 State Aid to Local Public Schools Allocable to Children of College-Related Families

$$1.3 = \left(\begin{array}{c}(a)\\ \text{Federal and state aid to local public schools}\end{array}\right) \times \left(\begin{array}{c}(b)\\ \dfrac{\text{Number of college staff children attending local public schools}}{\text{Total number of children attending local public schools}}\end{array}\right)$$

(a) = $ 69,500,000 (29)

= $ 295 (31) ÷ 94,673 (33)

(b) = 0.003116

1.4.1 = $ 216,561

Model G-1.4.2 Other State Aid Received by Local Government on a Per Capital, Service-Unit or Tax Unit Basis and Influenced by the Presence of the College, e.g., Gasoline Tax and Income Tax Allocations

$$1.4.2 = \left(\begin{array}{c}(a)\\ \text{Amount of fuel tax and income tax returned}\end{array}\right) \times \left(\begin{array}{c}(b)\\ \dfrac{\text{Total people in college staff households}}{\text{Population of District}}\end{array}\right)$$

(a) = $12,085,092 (34) + (35)

(b) = 1345 (36) ÷ 431,907 (37) = 0.003114

1.4.2 = $ 37,634

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Model G-1.4 State Aid to Local Governments Allocable to Presence of College

1.4 = 1.4.1 + 1.4.2

1.4.1 = $ 216,561

1.4.2 = $ 37,634

1.4 = $ 254,195

Model G-1 College-Related Revenues Received by Local Governments

G-1 = 1.1 + 1.3 + 1.4

1.1 = $ 2,389,148

1.3 = $ 496,570

1.4 = $ 254,195

G-1 = $ 3,139,913

Model G-2.1 Operating Costs of Government-Provided Municipal Services Allocable to College-Related Influences

$$2.1 = \left(\begin{array}{l}\text{(a)}\\ \text{Local government's operating budgets for all municipal services except public schools}\end{array}\right) \times \left(\begin{array}{l}\text{(b)}\\ \dfrac{\text{Total number of persons in local college staff homes}}{\text{Total local resident population}}\end{array}\right)$$

(a) = $150,400,000 (32)

(b) = 0.003114 obtain from (b) in G-1.4.2

2.1 = $ 468,360

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Model G-2.2 Operating Costs of Local Public Schools Allocable to College-Related Persons

$$2.2 = \left(\begin{array}{l}\text{(a)}\\ \text{Local operating budget for public schools}\end{array}\right) \times \left(\begin{array}{l}\text{(b)}\\ \dfrac{\text{Number of college staff children attending public schools}}{\text{Total number of students attending local public schools}}\end{array}\right)$$

(a) = $ 247,000,000 (38)

(b) = 0.003116 (31) obtain from (b) G-1.4.1

2.2 = $ 769,649

Model G-2 Operating Costs of Local Government-Provided Municipal and Public School Services Allocable to College-Related Influences

G-2 = 2.1 + 2.2

2.1 = $ 468,360

2.2 = $ 769,649

G-2 = $ 1,238,009

Model I-1 Number of Local Jobs Attributable to the Presence of the College

$$I\text{-}1 = \begin{array}{l}\text{(a)}\\ \text{Total number of college staff}\end{array} + \left[\left(\begin{array}{l}\text{(b)}\\ \text{Full-time jobs per dollar of direct expenditure locally}\end{array}\right) \times \left(\begin{array}{l}\text{(c)}\\ \text{College-related local expenditure}\end{array} + \begin{array}{l}\text{(d)}\\ \text{Operating cost of government provided municipal and public school services allocable to college-related influences}\end{array}\right)\right]$$

(a) = 743 (12)

(b) = 0.00007 Recommended by Caffrey and Isaacs

(c) = $ 28,376,000 Obtain from Model B-1.1

(d) = $ 1,238,009 (G-2)

I-1 = 2816

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Model I-2 Personal Income of Local Individuals from College Jobs and Businesses

$$I\text{-}2 = \left(\begin{array}{c}\text{(a)}\\ \text{Percentage of college staff residing locally}\end{array} \times \begin{array}{c}\text{(b)}\\ \text{Gross compensation to faculty and staff}\end{array}\right) + \left[\left(\begin{array}{c}\text{(c)}\\ \text{Payrolls and profits per dollar of local direct expenditures}\end{array}\right)\left(\begin{array}{c}\text{(d)}\\ \text{College related local expenditures}\end{array}\right)\right]$$

(a) = .669 (5)

(b) = $ 12,732,321 (3)

(c) = $ .55 Recommended by Caffrey and Isaacs

(d) = $ 28,376,000 Obtain from Model B-1.1

I-2 = $ 24,125,000

Additional Funds from Government*

1.	Restricted funds not in regular budget	$ 1,448,372	(39)
2.	Amount paid to veterans	$ 1,197,743	(40)
3.	Amount paid to Social Security recipients	$ 66,177	(41)
	Total	$ 2,712,000	

*This section is optional and may be eliminated if data is difficult to obtain.

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